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ABSTRACT

Outlined are five aspects of a model used by staff of a children's center to integrate student assistants into classrooms. Discussion focuses on the student selection process, classroom assignment charts, integration of the non-education major, training sessions, students interning for credit, and student evaluation. Related materials are appended. (RH)

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THE CAMPUS CHILD CARE STUDENT CONNECTION: Supervising and Training the Next Generation

Linda Lattimer, Director
The Children's Center at SUNY Purchase
Purchase, NY

OPENING STATEMENT

Before I begin I would like to congratulate you for already using some of the methods for connecting with college students I will be outlining.

What I hope to do is put them in a sequence for you that will become part of your permanent records. What the National Coalition for Campus Child Care has allowed us to do is talk, compare and evaluate methods in a professional setting.

I have outlined for you five areas we at The Children's Center at SUNY Purchase have used as a model for integrating our student assistants into the classrooms with an optimum of sensitivity for training and supervision.

The model consists of

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The Campus Child Care Student Connection: Supervising and Training Model

Prepared by Linda Lattimer, Director, Children's Center at SUNY Purchase

Outline for notes

I THE SELECTION PROCESS

- -use of a student yellow pages
- -interviews
- -orientation
- -scheduling

Integration of the Non-Education Major

Use of:
- -psychology
- -social science
- -the arts
- -other child-related areas
-

Use of:
- -Work/Study
- -student government
- -college clubs/organizations

II THE TRAINING CONNECTION

Mini-seminars on:
- -first aid and emergency procedures
- -social/cognitive developmental issues
- -child care career information
- -films on family or classroom life
- -shared case studies
- -case study research procedures

III EVALUATION

- -format tailored to your environment, with input from students and staff
- -exit interviews

IV BONDING

- -sensitive communication
- -direction - redirection
- -shared ownership
- -joint social and fundraising ventures

THE CAMPUS CHILD CARE STUDENT CONNECTION:
Supervising and Training the Next Generation

Linda Lattimer, Director
The Children's Center at SUNY Purchase
Purchase, NY

Supervising and training college students is an integral part of any campus early childhood laboratory of child care setting. It requires creativity, sensitivity, and programming skills. Integrating the campus child-related program with student campus life and campus life in general is a necessary tool for avoiding program isolation.

The Selection Process

The connection between student and child care center starts with the selection process. Programs for young children are often fast-paced. College students signing up as assistants under various programs appear on the centers' doorsteps in triples and quadruples at the beginning of any given semester: time, therefore, is at a premium. However, the center supervisors and/or teachers must interview a student in a way that is sensitive; seeking information that will determine the compatibility of the student and the child care center.

The Children's Center at the State University of New York at Purchase works with approximately 25-30 students a semester, half of them being newly oriented each semester. To expedite the selection and interview process of accepting students, astudent "yellow pages" book was designed.

The yellow pages will freeze need and crucial information about students that is somehow lost in an interview surrounded by the everyday interruptions of campus center life. The information areas that follow will provide interviewing efficiency and will become part of an open record

that parents and other supervisory staff can use to connect and bond with students. Yellow pages information areas are: (See Appendix 1)

The interviewer should look to accept students with one or more of the following experiences:

-a substantial babysitting record
-children's group activity leader
-parental experience
-sociological, psychologial and/or related course background

At the time of accepting a student into the program, prepared orientation packets should be shared with the student. They include:

-government clearance forms (medicals, etc.)
-a center-prepared student handbook
-schedule of student meetings and mini-seminars

This packet will serve as a foundation for a planned orientation session.

It is always ideal to assign students to classrooms after the orientation session. The orientation session will allow students to assess the give-and-take of the center's operation and philosophy. The orientation allows the director or orientation leader to gain insight on how the student has interpreted all the information previously mentioned. The supervisor will at that time be better able to assist a student in choosing the age grouping best suited for them and their mission at the child care center.

Classroom Assignment Charts

Chart the student's classroom assignments and post them next to each classroom door. Use morning and afternoon blocks as follows. (Appendix 2)

This again allows another mode in which regularly scheduled staff mem members, teachers, and parents can tune into the student connection. While it is important for student to see varying facets of an early childhood

program, guard against making student comings and goings too splintered and inconsistent for young children. A minimum of four to five hour time slots twice or three times a week should be your objective as supervisor. This allows time for bonding to take place between the children and students.

Integration of the Non-Education Major

Colleges with Education departments will come with their own set of guidelines for establishing a student connection. The use of Visual Arts, Psychology, Social Science, and other related majors becomes paramount for many child care centers on campuses void of Education departments. Remember that even Education majors are often required to student-teach at the elementary school level, leaving their experience and the center's possibilities for child care student staff with a void.

In working with any major college department associated with a student you will want to have a good sense of the department's goals and theories. Make it a point to get to know the department or division heads.

Involving students from a cross section of college life will give the center exposure, therefore eliciting a supportive campus attitude. Other college components for student selection:

-College Work/Study program
-student government
-clubs/organizations
-various academic components (previously mentioned)

The Training Connection

Mini one-hour seminars should be set up with students at the beginning of each semester. Two training sessions a month will give support to the skills you are working to instill. Suggested topics and format should include:

1. The orientation session (suggested previously)
2. First aid and emergency procedures
3. Social/cognitive developmental issues
4. Child care career information
5. Film on family and/or classroom life
6. Shared case-study presentation (if applicable)

Additional ideas for mini-seminars will undoubtably come from the staff and students themselves. At the end of the semester an appreciation affair is also an importantly planned session.

Students Interning for Credit

Students interning at the child care center for credit should have a session with the center director as to what the perimeters are for case studies and research. Issues of confidentiality and project release forms should also be clearly outlined. Some college departments will issue research and case study guidelines. However, general case-study formats should be presented in the various four forms:

-the diary
-the anecdote
-the interview
-the time sample

Release forms should be prepared using the following model: (Appendix 3)

The Evaluation Process

Students should be evaluated once every semester and/or once every academic year if they are long-term assistants. Content areas of evaluations as follows is only a sketched format and should be molded to meet the needs of your environment. (Appendix 4)

Exit interviews can be used to review evaluations and most importantly work to assess the student's work in the field of early childhood education.

In Conclusion

College students are adults with social and emotional needs. They each have their own unique style for learning. No system of connectors can stand alone without the sensitive communication skills of the child care center's permanent professional and para-professional members. It is the on-the-job direction and re-direction from campus center teachers and directors that often connects the student with early childhood education skills. Coordination with campus counseling facilities will also give the student and center a cushion for mutual understanding.

Campus students should feel joint ownership with boards, parents, and staff of the campus child care center. Projects such as open houses, publicity and fundraising efforts are all a part of the student connection. At SUNY Purchase we have a tradition during the week of the young child where we hold a fundraising dinner in conjunction with our students. The parents and board members cook. The students perform in dinner club fashion and all buy into a connecting bond for one another and the love for young children.

This student connection model was developed by and is used at the Children's Center at SUNY Purchase. Linda lattimer, Center Director and Teacher's College, Columbia University Ed.D. student prepared it for presentation at the 1987 National Coalition for Campus Child Care Annual Conference in New Orleans.

The SUNY Purchase Children's Center, Inc.

STUDENT PLACEMENT INFORMATION

NAME: _____

COLLEGE RESIDENCE: _____ PHONE: _____

PERMANENT RESIDENCE: _____

COLLEGE MAJOR: _____

COURSE WORK RELATED TO CHILD DEVELOPMENT OF EARLY CHILDHOOD EDUCATION:

_____

_____

_____

JOB EXPERIENCES RELATED TO YOUNG CHILDREN: _____

_____

_____

WHY DID YOU CHOOSE THE CHILDREN'S CENTER FOR PLACEMENT? _____

_____

_____

WHAT DO YOU HOPE TO ACCOMPLISH? _____

_____

_____

OTHER COMMENTS:

State University of New York
at Purchase
Campus Center North

THREE YEAR OLDS Anna Maria Candrea, Starr Rook, Fay Gang, Cliff Gardiner, Lisa Harris, George MacLellan, Liz Phillips, Zelda Robinson, Marniee Sangiovanni, Jill Strauss

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9-1	Anna Maria	AM	AM	AM	AM
	George 9-1	George 9-1	Marniee 9-1	George 9-1	George 9-1
	Fay 9-1	Cliff 9-1	Liz 10-1	Lisa 9-1	Zelda 9-1
1-5	AM (3PM)	AM	AM	AM(3PM)	AM
	Zelda 1-5	Starr 11-5	Jill 12-3	Cliff 1-5	Starr 1-5
	Marniee 3-5	Lisa 1:30-5	Lisa 1-4	Marniee 3-5	Lisa 1:30-5
			Liz 2-5		

The SUNY Purchase Children's Center, Inc.

APPLICATION FOR CONDUCTING RESEARCH/PROJECTS AT THE CHILDREN'S CENTER

Name of Student:_____

Telephone Number:_____

Faculty Advisor:_____

Telephone Number:_____

Purpose of research/project:_____

_____

_____

_____

_____

_____

Method to be used (interview, questionnaire, observation, video-taping, photography, etc.)

_____

_____

_____

Subjects to be used (parents, children; from which group? How selected?)

_____

_____

_____

Attach a copy of interview, questionnaire, etc. where relevant.

Signatures:

Student_____ Faculty Advisor_____

Children's Center Director_____

State University of New York
at Purchase
Campus Center North

STAFF EVALUATION FORM

College at Purchase

Name: Date:

	excellent	good	needs work and growth	needs more conscious awareness
1. Work attendance				
a. general attendance				
b. gets substitute				
c. on time				
d. comes to staff meetings				
2. Initiative				
a. in the Center routine				
b. with children				
c. with activities				
3. Follow-through				
a. in philosophy of Center				
b. in disciplining children				
c. in clean-up				
4. Common sense in situations				
a. (example: smocks on for water play, careful use of climbing equip.)				
5. Works well with:				
a. Children				
b. other staff				
c. personnel in charge				
6. Maintains good control of group				
7. Responsible and has active supportive interest in Center				

Comments:

State University of New York